

The MDE Program Evaluation Tool & Process

Train the Trainer Workshop
Spring, 2014

**Welcoming Remarks:
ISD and MDE Representatives**

Learning Outcomes for Training of Trainers

- Understand the role of program evaluation within the continuous improvement process
- Understand the purpose, benefit, and process of program evaluation
- Familiarize yourself with the training materials, MDE's program evaluation tool and resources
- Collaborate and plan with your regional training team to build local district's capacity around MDE's program evaluation

Learning Outcomes for Schools and Districts

- Understand the role of program evaluation within the continuous improvement process
- Understand the purpose, benefit, and process of program evaluation
- Learn about the MDE Program Evaluation tool and resources to help to evaluate a strategy/program/initiative/reform strategy

Making Connections

At the top of an index card, identify a hobby, sport, or activity in which you enjoy participating.

Then identify the following:

1. What would you have to do to be ready to participate?
2. What knowledge and/or skills would you need?
3. What opportunity would need to be present?
4. How would you know if you were carrying out the activity in the way it was intended?
5. What would be the result if you were skilled at the activity?

Activity: Why, How, What?

Why:

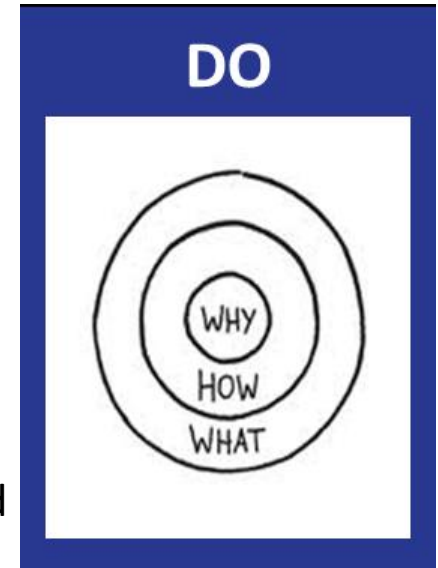
- Why is it important to strategically implement, monitor, and evaluate the strategy/program/initiative/reform strategy?

How:

- How will we communicate the plan to all stakeholders so that they clearly understand and own their roles in implementation?
- How will we ensure implementation with fidelity?
- How is the implementation and impact of your plan monitored and evaluated?

What:

- What will each strategy/program/initiative/reform strategy look like when it is implemented with fidelity?
- What is the expected impact on student achievement?



<https://www.youtube.com/watch?v=d2SEPoQEgqA>

Why is MDE Requiring Program Evaluation?

To positively impact student achievement and close gaps for the subgroups

To ensure that high quality planning, implementation and evaluation are part of the Continuous Improvement Process

To ensure ongoing engagement of multiple stakeholders (students, teachers, parents/community, administrators) in the planning and evaluation process

To maximize the use of resources to impact student learning

To provide documentation of program implementation to inform future decision-making

To meet state and federal requirements.

State and Federal Requirements

MICHIGAN

- ❑ Annual evaluation of the implementation and impact of the School Improvement Plan
- ❑ Modification of the plan based on evaluation results

FEDERAL

- ❑ Annual evaluation of all federal programs—effectiveness & impact on student achievement, including subgroups
- ❑ Modification of the plan based on evaluation results

ISDs/RESAs are required by PA25 to provide technical assistance to schools and districts to develop annual evaluations. ESEA requires annual evaluations of programs funded by the federal programs such as Title I, Part A, C, D; Title II and Title III.

Program Evaluation Timeline

February/March, 2014

- Conduct Train the Trainer workshop on Program Evaluation to include representatives from each of ISD/SIFN, OFS, OEII, AdvancED, MICSI, LEAs.

March - August, 2014

- ISD/MDE trainers to conduct regional workshops in teams for LEAs

District/School Improvement Plans for 2014-2015:

- Include program evaluation activities to support Program Evaluation as part of the Continuous Improvement Process
- Implement Program Evaluation activities throughout the 2014-2015 school year

Summer 2015 and Beyond

- Sustain professional learning by reconvening trainers to discuss successes, challenges, and develop the required follow-up training materials and support systems

June 30, 2015 Program Evaluation submitted in ASSIST

- A completed program evaluation using the MDE Program Evaluation Tool will be required for submission of the Consolidated Application for 2015 – 2016.

What to Evaluate?

Schools are required to select one:

- strategy/reform strategy
- program
- initiative

that would have the greatest impact on student achievement and close the achievement gaps.

What to Evaluate?

Districts are required to select one:

- strategy/reform strategy
- program
- initiative

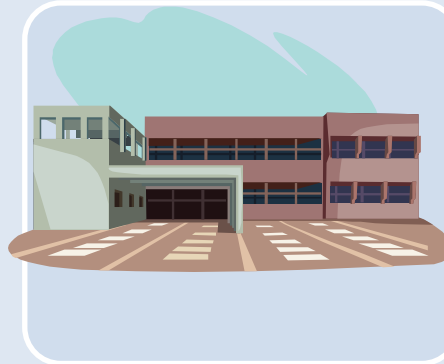
that would most impact on student achievement and close the achievement gaps.

What to Evaluate

Time



Effort



Cost

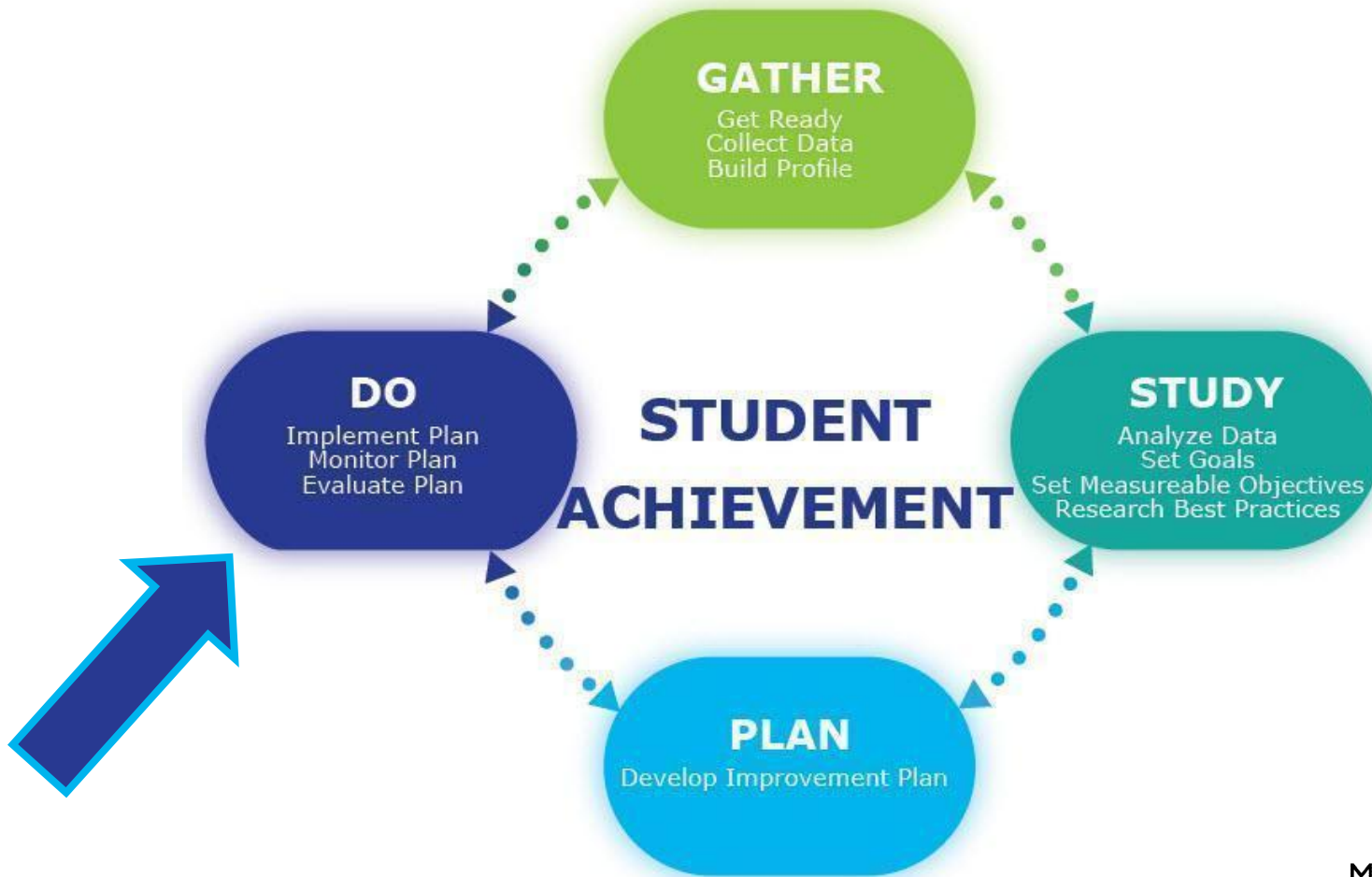


Longstanding
or New

District and
School
Specific

Resource
Allocation

Where is program evaluation in the Continuous Improvement Process?



Think about the Continuous Improvement Process...



Reflection on Current Reality...

What are you doing now to implement,
monitor and evaluate your school/district
plans?

*High Quality Evaluation depends on
High Quality Planning!*

Are the RIGHT PEOPLE...

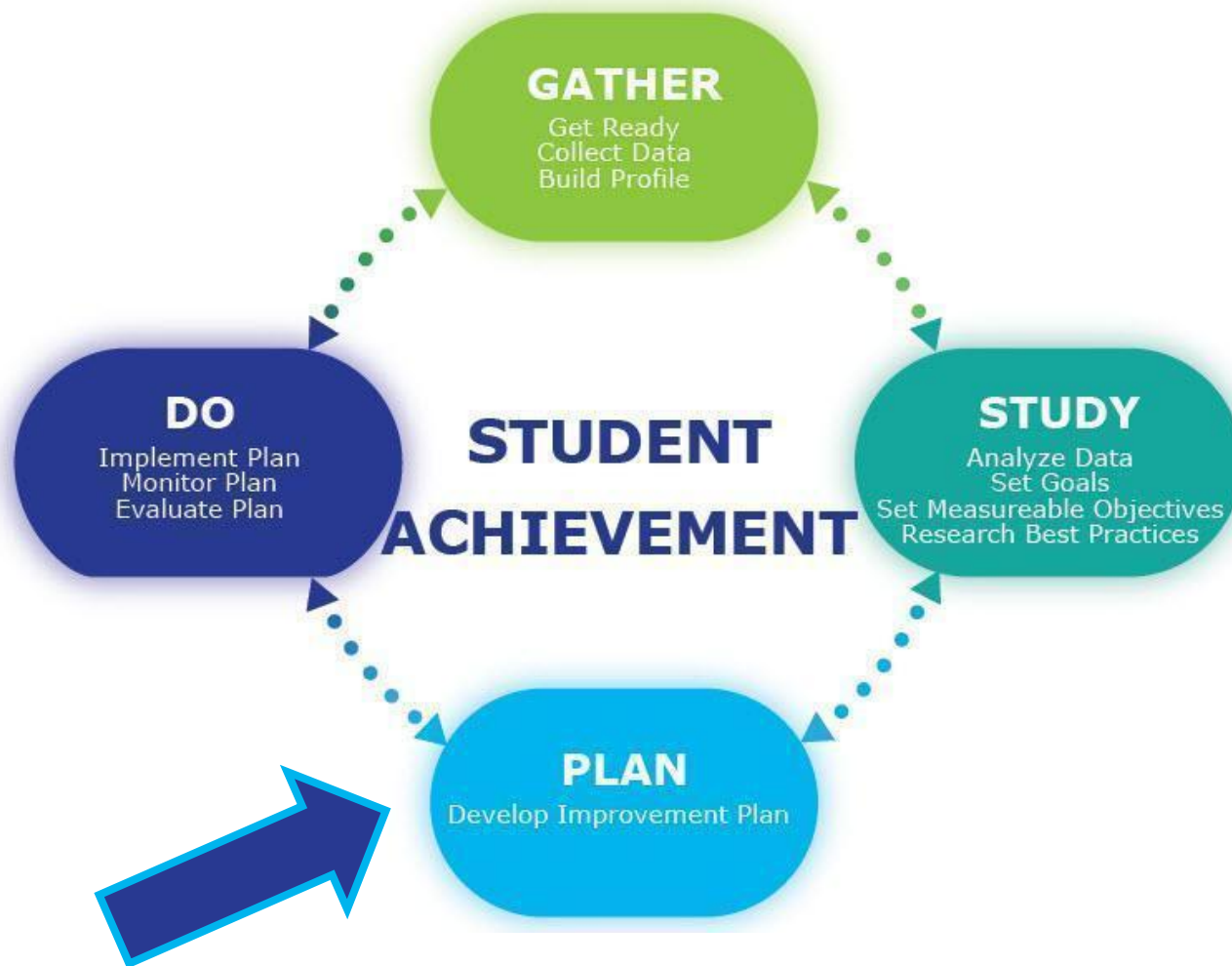
Doing the RIGHT THINGS...

In the RIGHT WAY...

At the RIGHT TIME...

...for the benefit of students?

Where is program evaluation in the Continuous Improvement Process?



Does your plan include activities to monitor and evaluate?

- **Monitor Implementation**
- **Evaluate Implementation**

Adult Focused

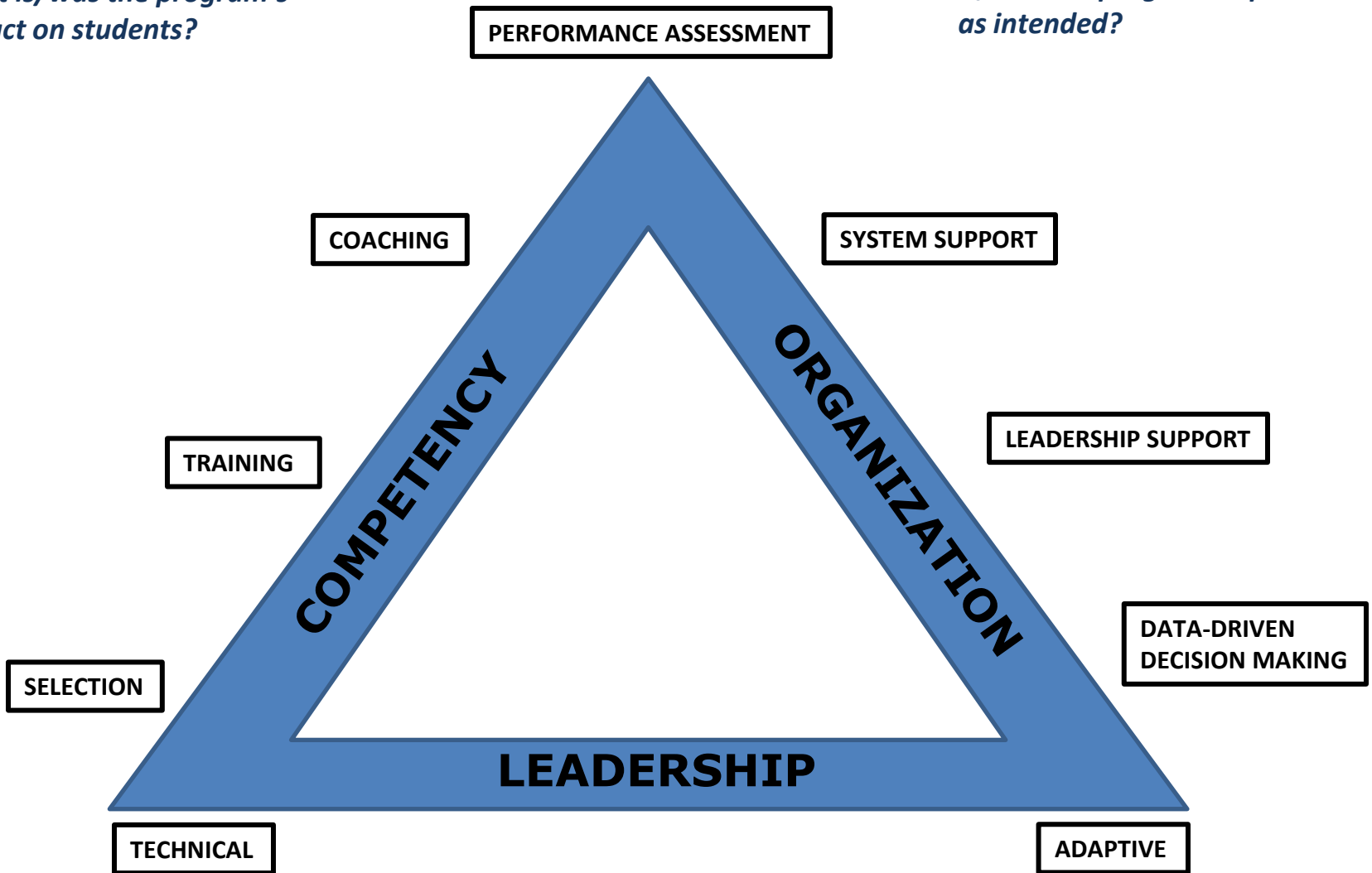
- **Monitor Impact**
- **Evaluate Impact**

Student Focused

MDE PROGRAM EVALUATION

What is/was the program's impact on students?

Is/was the program implemented as intended?



Do/did the participants have the knowledge and skills to implement the program?

What is/was the readiness for implementing the program/initiative/strategy or activity?

Is/was there opportunity for high quality implementation?

Plan forward...

Here
now!

Planning:
How will we ensure ?

Get Ready

1. Readiness?
2. Knowledge/Skills?
3. Opportunity?

Implement

4. Implement
With Fidelity?

*Monitor/
Evaluate*

5. Impact on
Students?

Evaluation:
To what extent was there/did we.....?

...to evaluate impact.

Activities

Connection to SPR 40/90, Interim SA/SA	Getting Ready to Implement	Implement	Monitoring and Evaluating Implementation and Impact
<p>How will we address the targeted areas in your Process Data (SPP)?</p> <p>What areas in your process data have been identified as challenge areas during your comprehensive needs assessment process?</p>	<p>How will we ensure readiness for implementation?</p> <p>How will we ensure that staff and administrators have the knowledge and skills to implement?</p> <p>POSSIBLE ACTIVITIES</p> <ul style="list-style-type: none"> ·Professional development around strategy ·Purchase materials ·Planning for implementation – Identify schedule for strategy use, personnel, mechanism for monitoring, rollout, etc. ·Communication vehicles 	<p>How will we ensure successful opportunity for and implementation of the strategy?</p> <p>POSSIBLE ACTIVITIES</p> <ul style="list-style-type: none"> ·Communication – to whom? How? ·Ongoing coaching? ·Observations? ·Instructional technology utilized? * ·Activities to support at-risk students (For Title I students)* ·Parent Involvement * <p>*Required Components</p>	

Strategy Implementation Guide

Strategy: All staff will implement direct instruction for all learners in citing evidence to identify key information in informational text using **the gradual release model**.

Critical Component (Non-negotiable)	Ideal "Gold Standard" of Implementation	Acceptable Variation of Implementation	Unacceptable Variation of Implementation
Focus Lessons "I do it."	Brief Sets the purpose/intended learning outcomes Teacher models thinking and understanding of content aloud Activates student background knowledge	Time component varies Student leads and models thinking	Length of time is long Teacher just tells students what they should be thinking/doing without modeling Purpose is unclear or absent No attempt to connect to background knowledge
Guided Instruction "We do it."	Teacher leads students through tasks using prompts, questions, and scaffolding Use of formative assessment to check for understanding and provide feedback		No student active participation Lack of checking for understanding
Collaborative Learning "You do it together."	Students working with peers to practice and apply learning Teacher monitoring student learning Both collective and individual accountability		Individuals working alone Teacher not monitoring student learning
Independent Work "You do it alone"	Students working independently at the application or synthesis level	Repeating other levels of the gradual release process based on student need	Students working in groups or only at the knowledge level.

Planning for

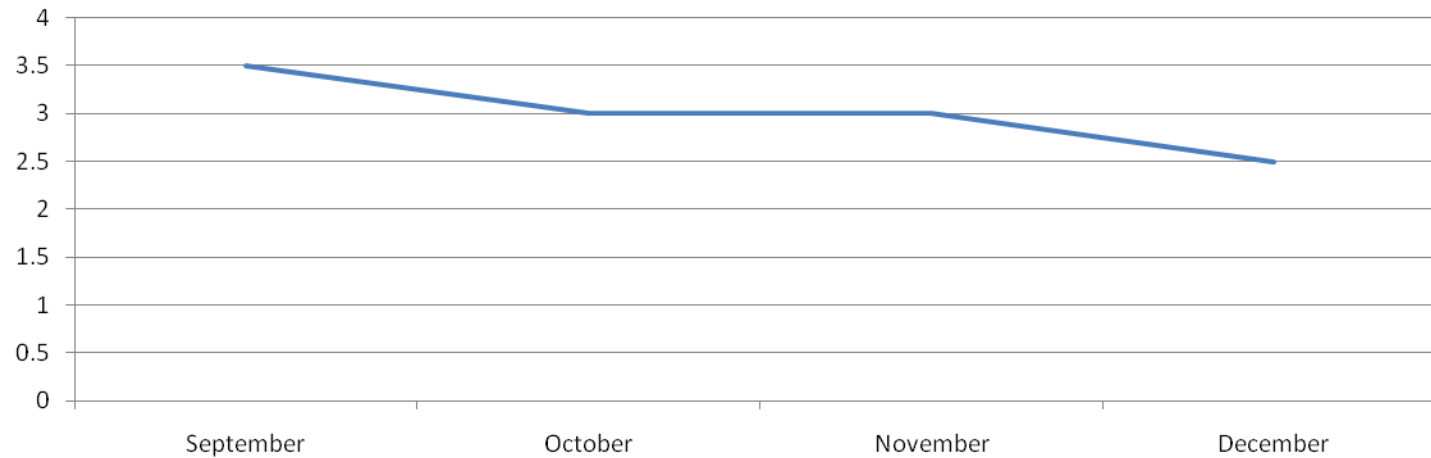
.....monitoring.

Does your plan include activities to monitor adult implementation?

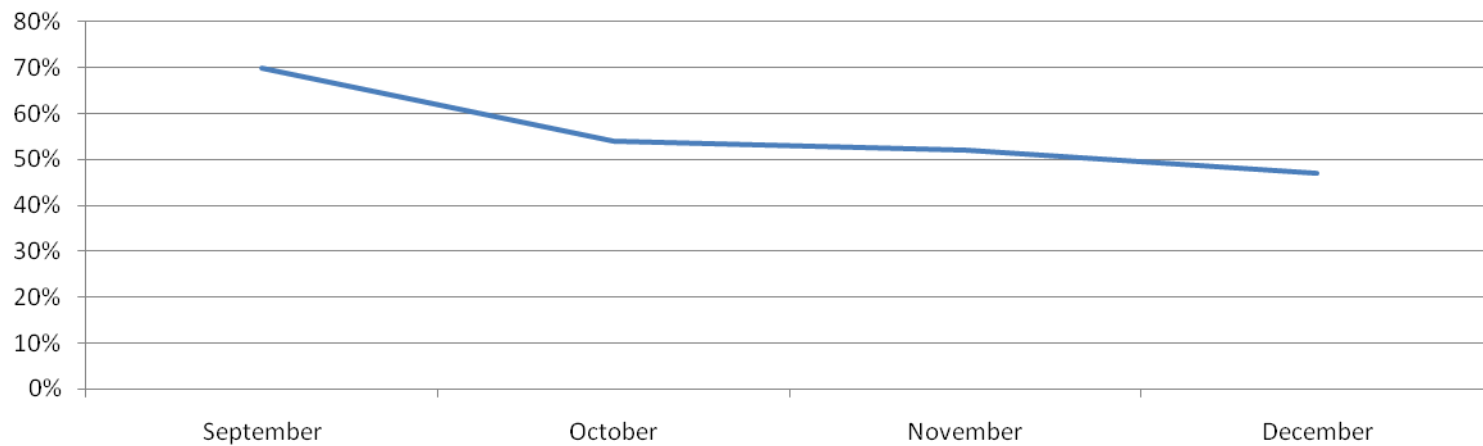
- **MONITOR** Implementation
- **Evaluate Implementation**

Adult Focused

Adult Action Data (Scores on Implementation Rubric Score)



Student Action Data (Scores on Formative Assessment)



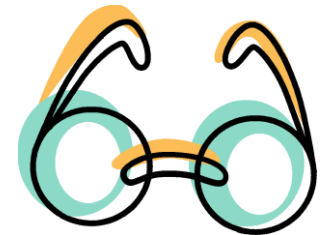
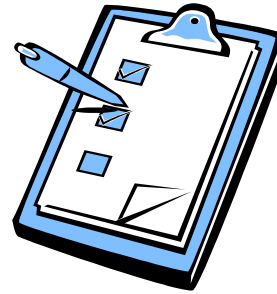
Possible Monitoring Data Sources

**Assessing the Fidelity
Protocols**



Classroom Observations

Staff Surveys



Walk Through Data

Focus Group Interviews



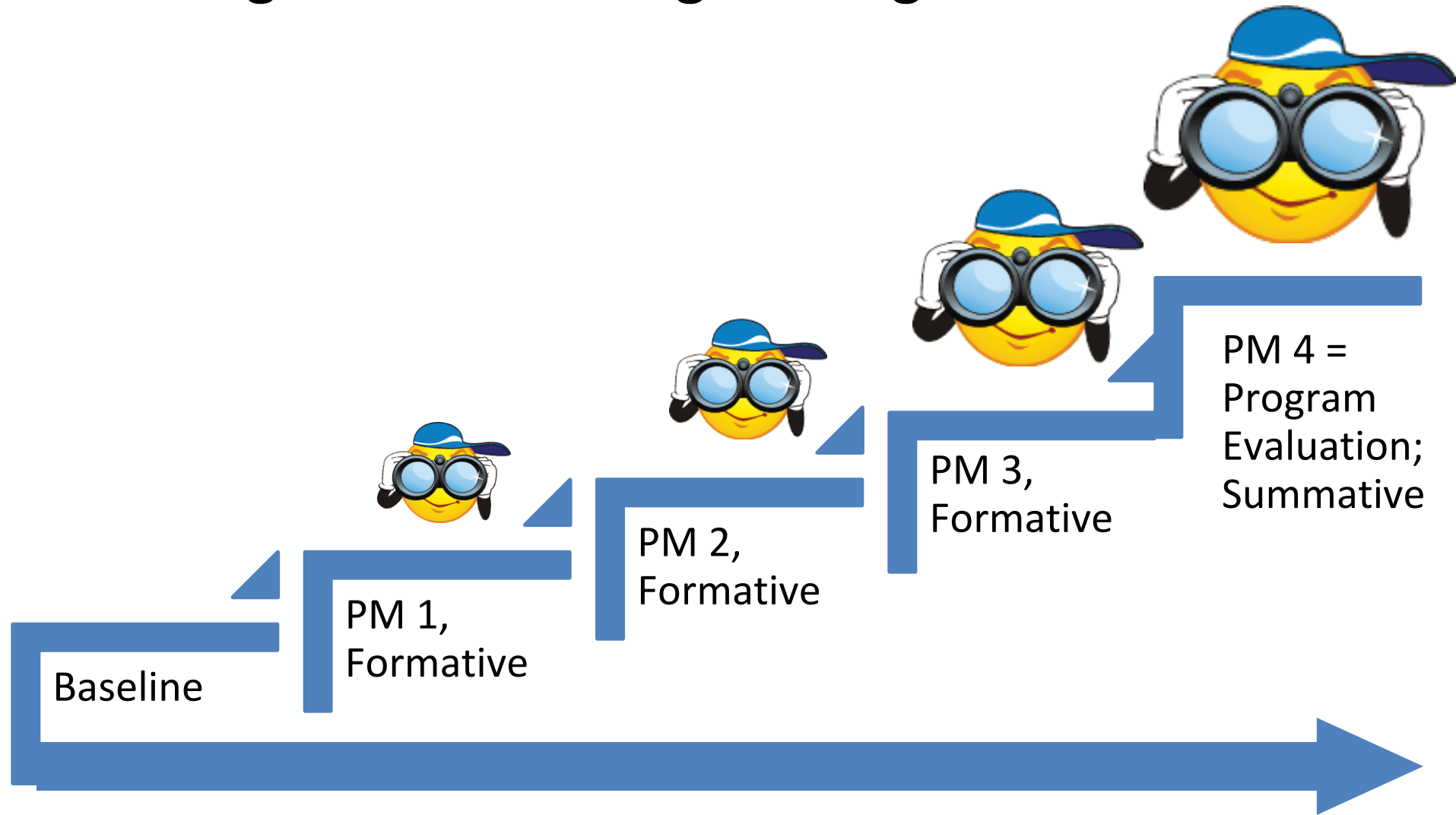
Does your plan include activities to monitor impact on student achievement?

➤ **Monitor Impact**
➤ **Evaluate Impact**



Student Focused

Progress Monitoring → Program Evaluation



**EVALUATE ADULT IMPLEMENTATION AND
IMPACT ON STUDENT ACHIEVEMENT
(Summative)**

DID IT WORK?

Implementation: Adult Focused			Impact: Student Focused		
MONITOR		EVALUATE	MONITOR		EVALUATE
<p>ARE STRATEGIES AND ACTIVITIES BEING IMPLEMENTED AS INTENDED WITH FIDELITY?</p> <p>ARE WE COLLECTING & USING STUDENT AND ADULT DATA TO MODIFY & ADJUST ONGOING IMPLEMENTATION?</p>			<p>IS WHAT WE ARE DOING WORKING?</p> <p>ARE WE SHOWING EVIDENCE OF STUDENT GROWTH?</p> <p>WHAT INTERIM ADJUSTMENTS ARE SUGGESTED BY IMPLEMENTATION DATA?</p> <p>HOW MIGHT THESE ADJUSTMENTS AFFECT THE INTEGRITY OF THE RESULTS?</p>		

**MONITOR ADULT IMPLEMENTATION AND IMPACT ON STUDENT ACHIEVEMENT
(Formative)**

IS IT WORKING?

SIP/DIP GOAL AREA
Measurable Goal/Objective

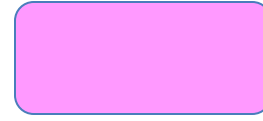
Assessment

Assessment

Assessment

Assessment

Assessment



Tier 1

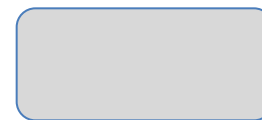
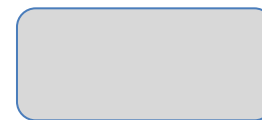
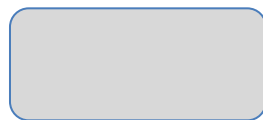
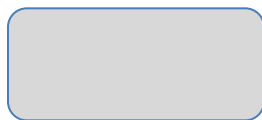
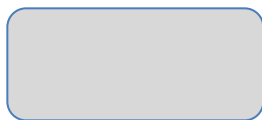
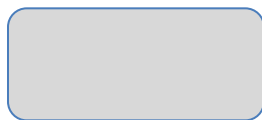
CORE INSTRUCTION
Strategies/Initiatives

Tier 2

SUPPLEMENTAL
PROGRAMS

Tier 3

SUPPLEMENTAL
PROGRAMS



Measures of Fidelity of Implementation

Activities

Connection to SPR 40/90, Interim SA/SA	Getting Ready to Implement	Implement	Monitoring and Evaluating Implementation and Impact
<p>How will we address the targeted areas in your Process Data (SPP)?</p> <p>What areas in your process data have been identified as challenge areas during your comprehensive needs assessment process?</p>	<p>How will we ensure readiness for implementation?</p> <p>How will we ensure that staff and administrators have the knowledge and skills to implement?</p> <p>POSSIBLE ACTIVITIES</p> <ul style="list-style-type: none"> ·Professional development around strategy ·Purchase materials ·Planning for implementation – Identify schedule for strategy use, personnel, mechanism for monitoring, rollout, etc. ·Communication vehicles 	<p>How will we ensure successful opportunity for and implementation of the strategy?</p> <p>POSSIBLE ACTIVITIES</p> <ul style="list-style-type: none"> ·Communication – to whom? How? ·Ongoing coaching? ·Observations? ·Instructional technology utilized? * ·Activities to support at-risk students (For Title One students)* ·Parent Involvement * <p>*Required Components</p>	<p>How will we ensure the strategy is implemented with fidelity?</p> <p>How will we monitor the impact on student achievement?</p> <p>POSSIBLE ACTIVITIES</p> <ul style="list-style-type: none"> ·Walkthroughs ·PLC/CASL meetings ·Documentation of effective implementation ·Documentation of impact ·Demonstration classrooms, videos, self assessments ·Gathering achievement data

Planning for

.....evaluation.

Questions for Evaluation

Readiness?

**Knowledge
and skills?**

Opportunity?

**Impact on
students?**

**Implemented
as intended?**



Does your plan include activities
to evaluate the fidelity of implementation?

➤ **Monitor Implementation**

➤ **Evaluate** Implementation

Adult Focused

Does your plan include activities to evaluate impact on student achievement?

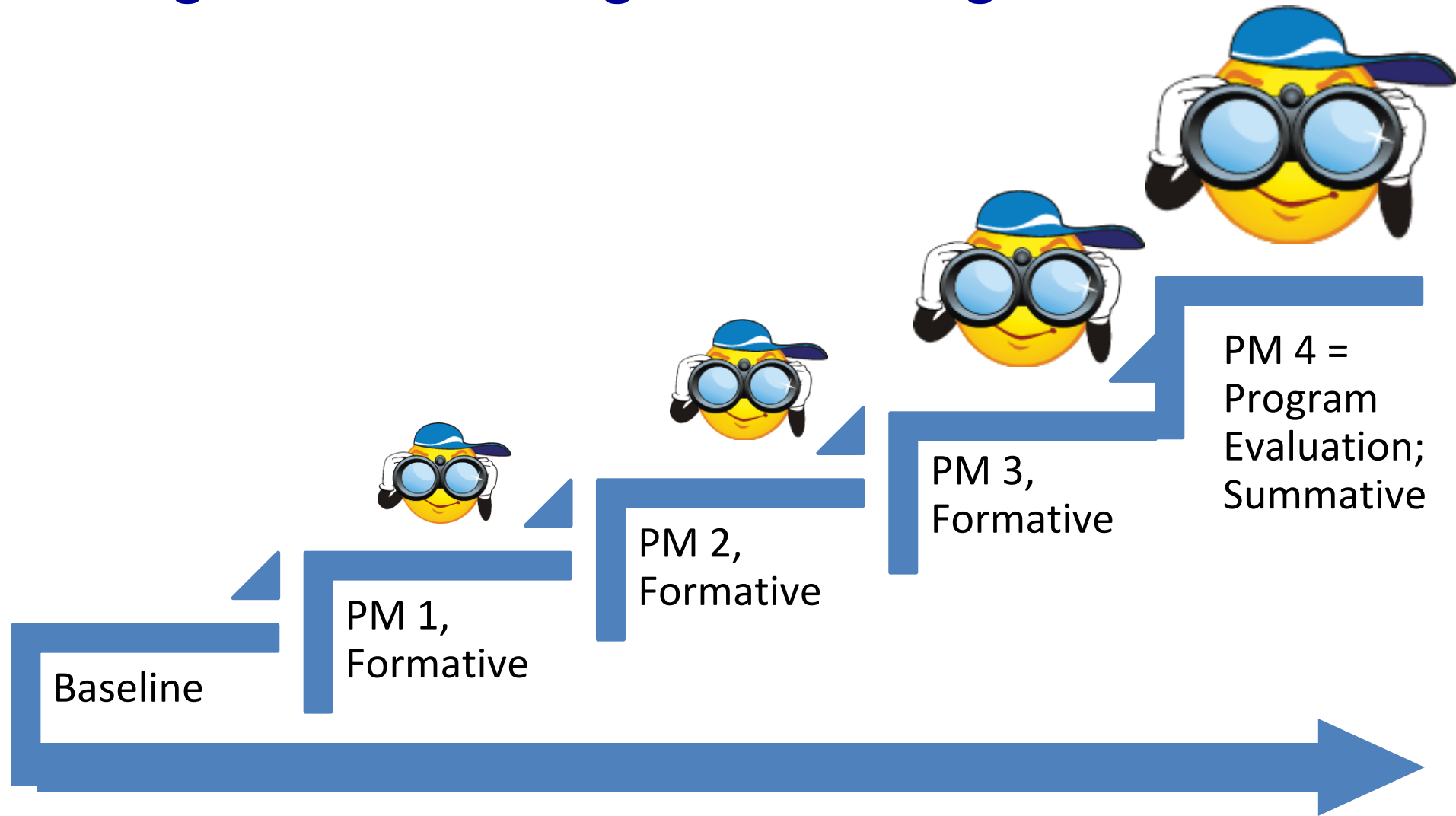
➤ **Monitor Impact**

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Student Focused

Progress Monitoring → MDE Program Evaluation



**EVALUATE ADULT IMPLEMENTATION AND
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DID IT WORK?

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ARE STRATEGIES AND ACTIVITIES BEING IMPLEMENTED AS INTENDED WITH FIDELITY? ARE WE COLLECTING & USING STUDENT AND ADULT DATA TO MODIFY & ADJUST ONGOING IMPLEMENTATION?		IS WHAT WE ARE DOING WORKING? ARE WE SHOWING EVIDENCE OF STUDENT GROWTH? WHAT INTERIM ADJUSTMENTS ARE SUGGESTED BY IMPLEMENTATION DATA? HOW MIGHT THESE ADJUSTMENTS AFFECT THE INTEGRITY OF THE RESULTS?	DID OUR STRATEGIES RESULT IN INCREASED STUDENT ACHIEVEMENT? WHAT UNINTENDED CONSEQUENCES (GOOD AND BAD) HAVE OCCURRED? SHOULD THE STRATEGY/ACTIVITY BE CONTINUED? DISCONTINUED? MODIFIED?

**MONITOR ADULT IMPLEMENTATION AND IMPACT ON STUDENT ACHIEVEMENT
(Formative)**

IS IT WORKING?

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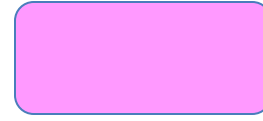
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Tier 1

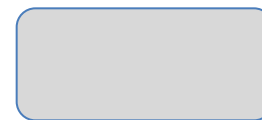
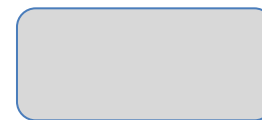
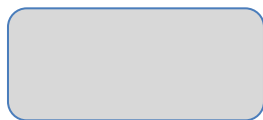
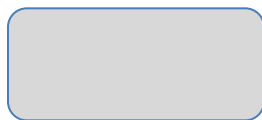
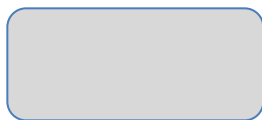
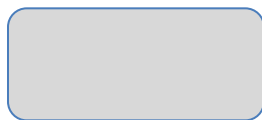
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SUPPLEMENTAL
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Tier 3

SUPPLEMENTAL
PROGRAMS



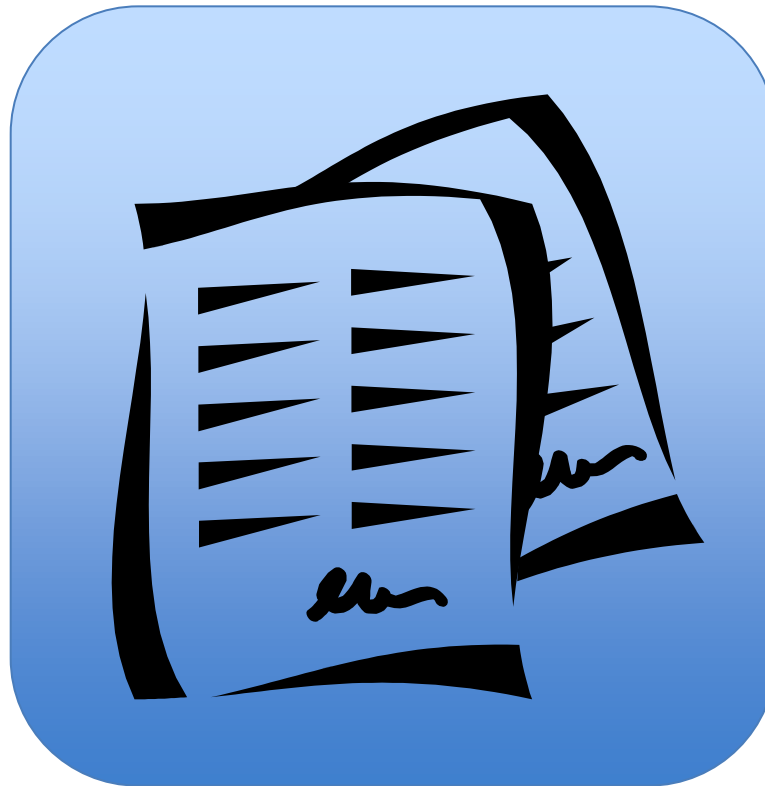
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Using the MDE Program Evaluation Tool

The MDE Program Evaluation Tool



Guiding Principles for Using the MDE Evaluation Tool

PRACTICAL



DRIVEN BY DATA



**TRANSPARENT
& REPLICABLE**



INFORM



EMPOWER



USABLE



When to Use the MDE Evaluation Tool

MDE Tool

Planning

Before

Identify and avoid gaps,
pitfalls, and potential
barriers; shape program
planning

During

Make mid-course
corrections

Evaluation

After

Learn why results turned
out as they did

Plan forward...



Planning:
How will we ensure ?

Get Ready


1. Readiness?
2. Knowledge/Skills?
3. Opportunity?

Implement

4. Implement
With Fidelity?


Monitor/ Evaluate

5. Impact on
Students?



Evaluation:
To what extent was there/did we.....?

...to evaluate impact.



Here
now!

Program Evaluation Tool

[« Back to Diagnostics](#)

Strategy/Program/Initiative Description

0 of 5 items are answered

Impact: What was the strategy/program/initiative's impact on students?

0 of 4 items are answered

Impact Conclusion:

0 of 6 items are answered |  All required items complete

1) Readiness: What was the readiness for implementing the strategy/program/initiative?

0 of 10 items are answered

**AdvancED
ASSIST
PLATFORM**

Questions for Evaluation

Readiness?

**Knowledge
and skills?**

Opportunity?

**Impact on
students?**

**Implemented
as intended?**



The Program Evaluation Tool has 5 Sections & a Set of Conclusions

IMPACT: What is the **IMPACT** of the **STRATEGY/
PROGRAM/ INITIATIVE ON STUDENT ACHIEVEMENT?**

1. What is the **READINESS** for implementing the strategy/ program/initiative?
2. Do participants have the **KNOWLEDGE AND SKILLS** to implement the program?
3. Is there **OPPORTUNITY** for implementation?
4. Is the program **IMPLEMENTED AS INTENDED?**



Program Evaluation Tool

« Back to Diagnostics

Strategy/Program/Initiative Description

0 of 5 items are answered

Impact: What was the strategy/program/initiative's impact on students?

0 of 4 items are answered

Impact Conclusion:

0 of 6 items are answered | ✓ All required items complete

1) Readiness: What was the readiness for implementing the strategy/program/initiative?

0 of 10 items are answered

Impact: What was the strategy/program/initiative's impact on students?

IN AN IDEAL STRATEGY/PROGRAM/INITIATIVE, the school's achievement results on state assessments meet proficiency standards. Achievement gaps between each of the relevant groups and their counterparts have been narrowed as proposed in the School Improvement Plan objectives. Interim assessment results indicate progress toward proficiency for all students and satisfaction of all stakeholders.

- | |
|---|
| a) What is the evidence and what does it show regarding achievement of the measure objective for all students when compared to baseline state and local data? |
| b) What is the evidence and what does it show regarding achievement of the measure objective for subgroups and their counterparts when compared to baseline state and local data? |
| c) What is the evidence and what does it show regarding stakeholder (staff, parent, community) satisfaction with the results? |

**AdvancED
ASSIST
PLATFORM**

Impact

IMPACT: What was the impact of the strategy/program/initiative on student Achievement?

IN AN IDEAL STRATEGY/PROGRAM/INITIATIVE, the school's achievement results on state or district wide assessments meet proficiency standards. Achievement gaps between each of the relevant subgroups and their counterparts have been narrowed as proposed in the School Improvement Plan's measurable objectives. Interim assessment results indicate progress toward proficiency for all students to the satisfaction of all stakeholders.

- a) What is the evidence and what does it show regarding achievement of the measureable objective for all students when compared to baseline state and local data?
- b) What is the evidence and what does it show regarding achievement of the measureable objective for subgroups and their counterparts when compared to baseline state and local data?
- c) What is the evidence and what does it show regarding stakeholder (staff, parents, students) satisfaction with the results?

Now What?

If Objectives were met

Yes

Conclusion

**Determine if the
strategy/program/
initiative should be
continued or
institutionalized**

If Objectives were met

Conclusion: *If the objectives were met, should the strategy/program/initiative be continued or institutionalized?*

- What is the evidence and what does it say regarding whether this was the right strategy/program/initiative to meet your needs?
- What is the evidence and what does it say regarding whether the benefits of the strategy/program/initiative are sufficient to justify the resources it requires?
- What adjustments if any might increase its impact while maintaining its integrity?
- What is needed to maintain momentum and sustain achievement gains?
- How might these results inform the School Improvement Plan?

Now What?

Conclusion

Analyze further using the other 4 questions

No

1. Readiness: What was the readiness for implementing the strategy/program/initiative?

IN AN IDEAL STRATEGY/PROGRAM/INITIATIVE, stakeholders are well-prepared to implement the program. They have read and can articulate the research foundation, and regularly use the terms in conversation with each other, students, and with parents. Staff, students and parents express a high level of interest in, support for and commitment to the program. Specific concerns have been identified and solutions have been planned/ implemented. Staff is able to seamlessly integrate the program within the context of other building/district initiatives.

Statement or Question:a) What is the evidence regarding stakeholder understanding of the need as well as stakeholder ability to articulate the research regarding the choice of the strategy/program/initiative?

Response:

What does the evidence show regarding stakeholder understanding?

- | |
|--|
| a) What is the evidence and what does it show regarding stakeholder understanding of the need as well as stakeholder ability to articulate the research regarding the choice of the strategy/program/initiative? |
| b) What is the evidence and what does it show regarding stakeholders having a shared vision and purpose for the work and a strong commitment to the strategy/program/initiative? |
| c) What is the evidence and what does it show regarding how stakeholder concerns were identified and addressed? |
| d) What is the evidence and what does it show regarding the ability of staff and administrators to integrate the strategy/program/initiative with existing work? |

Statement or Question:b) What is the evidence regarding stakeholders having a shared vision and purpose for the work and a strong commitment to the strategy/program/initiative?

Response:

What does the evidence show regarding stakeholders having a shared vision?

Statement or Question:c) What is the evidence regarding how stakeholder concerns were identified and addressed?

Response:

AdvancED ASSIST PLATFORM

Each section begins with a
description of an ideal program

1. What is the **READINESS** for implementing
the strategy/initiative/program?

IN AN IDEAL PROGRAM, stakeholders are well-prepared to implement the program. They have read and can articulate the research foundation, and regularly use the terms in conversation with each other, students, and with parents. Staff, students and parents express a high level of interest in, support for and commitment to the program. Specific concerns have been identified and solutions have been planned/ implemented. Staff is able to seamlessly integrate the program within the context of other building/district initiatives.

Each section has 3-5 sub-questions that ask for relevant evidence

1. What is the **READINESS** for implementing the strategy/initiative/program?
 - a) What evidence do you have that stakeholders can articulate and believe the research behind the decision to implement the program?
 - b) What evidence do you have that stakeholders are committed to the program with both hearts and minds?
 - c) What evidence do you have that stakeholder (staff, parent, student) concerns about the program have been identified and addressed?
 - d) What evidence do you have that staff are able to integrate this program with other existing initiatives?

Each section suggests possible data sources

1. What is the **READINESS** for implementing the strategy/initiative/ program?

- a) What evidence do you have that stakeholders can articulate and believe the research behind the decision to implement the program?
- b) What evidence do you have that stakeholders are really committed to the program with both hearts and minds?

- Possible Evidence:

- data analysis work
- meeting agendas/minutes
- books/papers about the program
- staff surveys
- SI Plan elements
- Prof Dev materials
- Conference/workshop attendance
- data collection plan
- stakeholder survey results
- suggestion box ideas collected
- SI team agendas
- Focus group interviews

Finally, the section asks for a self-rating and for
“action steps” the data suggest

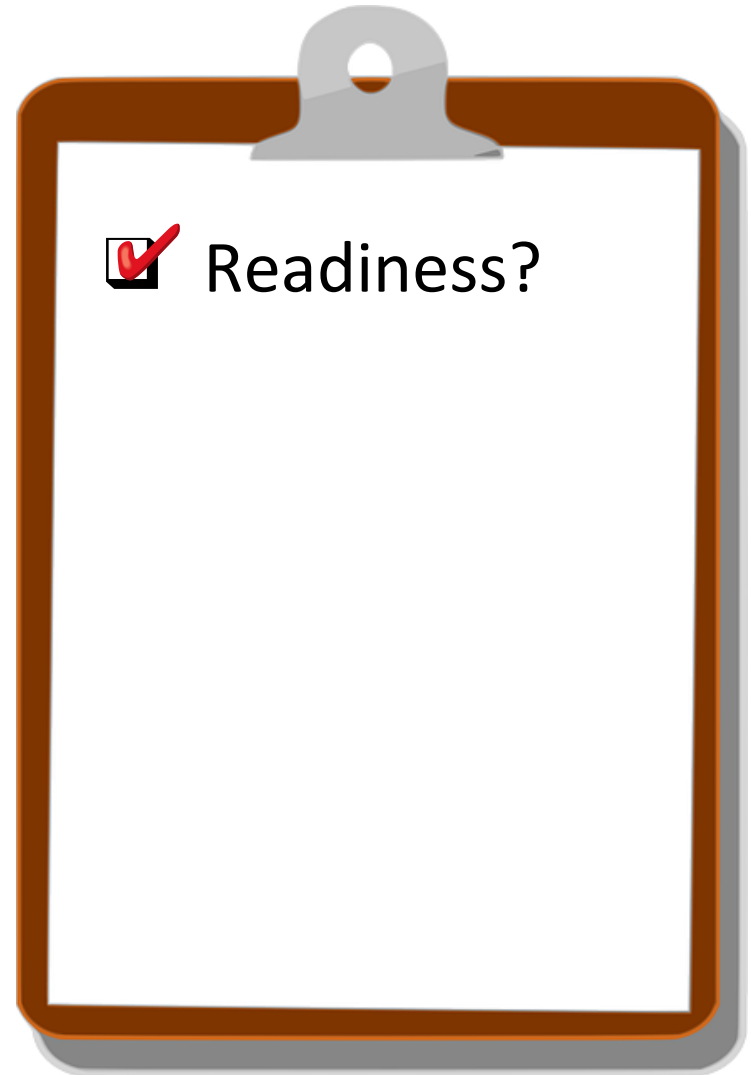
1. What is the **READINESS** for implementing the
strategy/initiative/ program?

Stakeholders are fully prepared.	Support and commitment are generally high, but some concern or work remains.	Some promising signs are mixed with major gaps in knowledge or confidence.	Interest and/or commitment are low so far.
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What action steps are needed to increase readiness to
undertake the program?

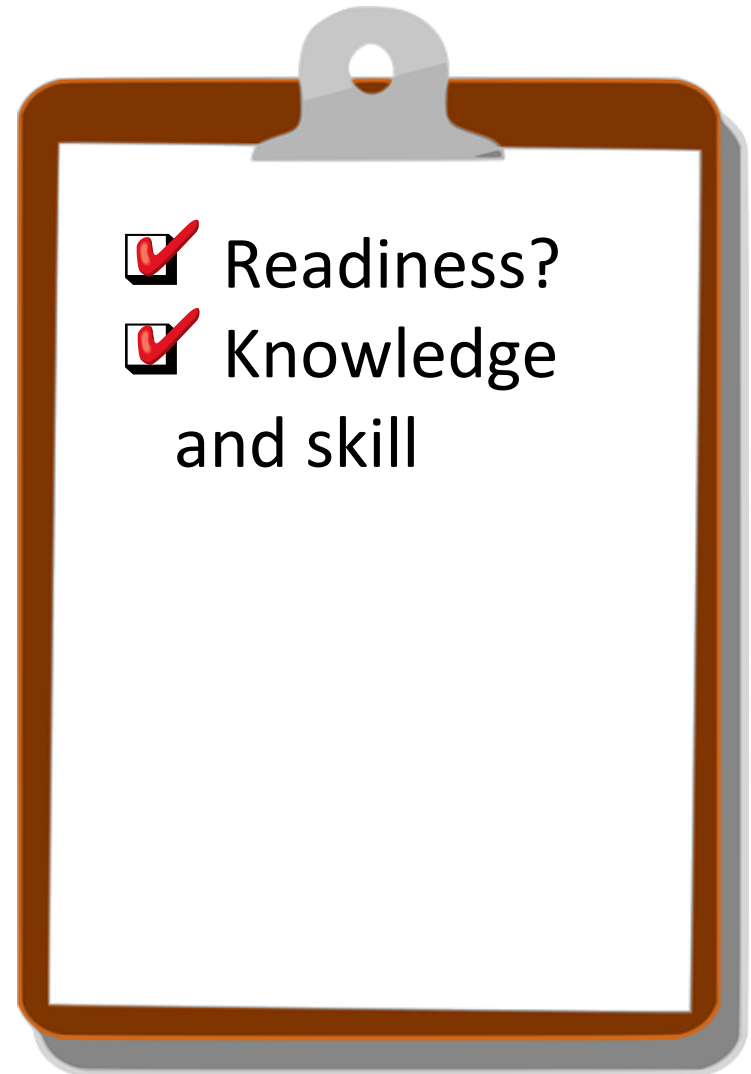
Did Not Meet the Objectives

What was the
READINESS for
implementing the
strategy/
program/initiative?



Did Not Meet the Objectives

Did participants have the **KNOWLEDGE AND SKILLS** to implement the strategy/program/initiative?



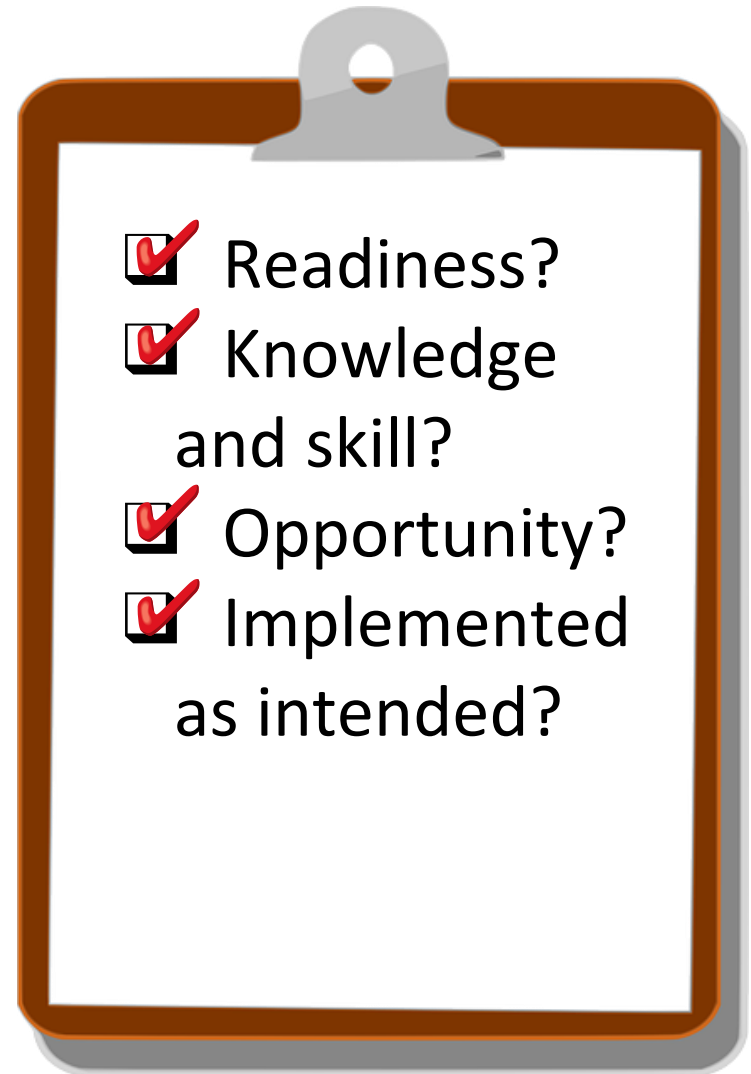
Did Not Meet the Objectives

Was there
OPPORTUNITY for
implementation?



Did Not Meet the Objectives

Was the
strategy/program/initiative
**IMPLEMENTED AS
INTENDED?**



When is the Evaluation Submitted?



**Required to Complete
the Tool by
Spring 2015**

EXTENDED DAY PROGRAMMING

LET'S APPLY

A SAMPLE EVALUATION

Program Description

- **Title: Extended Day program**
- **Brief Description:**
 - Participants are students identified by STAR math and reading assessment as being behind one grade level
 - Targeted students will be taught by HQ teachers and HQ paraprofessionals working under the direction of the certified teacher
 - Services to students will include **one hour** before and **one hour** after school each day

Program Description-Cont'd

- **Brief Description, Cont'd**

- **Programming**: Targeted skills based tutoring using

the Fountas & Pinnell Leveled Literacy Intervention (LLI) System for reading intervention; *and*

Accelerated Math for math intervention

- **Progress Monitoring**: Use of quarterly STAR math and reading assessments

Program Description-Cont'd

Test data from previous two years shows a weakness in overall math and reading proficiency

- **Need Being Addressed:**

MEAP: 40% of our students scoring proficient in reading
35% scoring proficient in math

NWEA: 38% of our students scoring proficient in reading
36% scoring proficient in math

- **Program Objective/intended results:**

By the conclusion of the program year, **100%** of the identified students will demonstrate academic growth of **1.5 years** or more, as measured by the STAR Math and Reading Test.

Program Description

• **Research citation & summary:**

- <http://chalkboardproject.org/wp-content/uploads/2010/12/Extended-Learning-Time-1210.pdf> - Students from low socio-economic backgrounds can show gains through appropriate use of extended learning time.
- <http://www2.ed.gov/about/bdscomm/list/mathpanel/report/final-report.pdf> - Explicit instruction and computer based practice opportunities in mathematics can be effective to improve student proficiency in math.
- <http://www.heinemann.com/fountasandpinnell/research/LLIEfficacyStudyExecutiveSummary.pdf> - LLI positively impacts students across various subgroups as a supplemental reading instructional tool.

Impact- Objectives ***Were Not*** Met

STAR Math:

80% of students showed growth of 1.5 years or more (pre/post)

STAR Reading:

90% of students showed growth of 1.5 years or more (pre/post)

NWEA Math:

Spring 2013 - 45% of proficient

NWEA Reading:

49% of all students were proficient

MEAP Data:

Not available for a group impacted by this intervention

Impact- What was the impact of strategy/program/initiative on students?

- a. Evidence from assessments demonstrates that 80% of students showed growth of 1.5 years (pre/post) in math; 90% of students showed growth of 1.5 years or more (pre/post) in reading.
- b. Data analyses of assessment data for subgroups indicate 15-23% achievement gaps between each of the following subgroups and their counterparts: males, economically disadvantaged and students with disabilities.
- c. Stakeholders are not totally satisfied since only female students showed higher gains than the group average; also, the highest gains were with non-minority, general education students.

1. Impact: Conclusion

- a. What is the evidence and what does it say regarding whether this was the right strategy/program/initiative to meet your needs?
- b. What is the evidence and what does it say regarding whether the benefits of the strategy/program/initiative are sufficient to justify the resources it requires?
- c. What adjustments if any might increase its impact while maintaining its integrity?
- d. What is needed to maintain momentum and sustain achievement gains?
- e. How might these results inform the School Improvement Plan?

1. Readiness: Evidence

- a. Stakeholders surveys and focus group interviews indicate that all stakeholders are in agreement about the need for the initiative; data analysis of post PD surveys indicate that 80% of staff can articulate the research.
- b. Surveys show strong (100%) commitment toward the initiative; some (45%) disagreement about how best to use the 2 hour time.
- c. Focus group interviews show that 75% of staff and 86% of parents are concerned about the weight of homework.
- d. Meeting agendas and minutes show that majority (99%) of stakeholders are able to integrate the initiative with existing school programs.

1. Readiness: Self-Rating

What was the readiness for implementing the strategy/program/initiative?

Stakeholders were fully prepared to implement.

Support and commitment were generally high, but some concern or work remains.

Some promising elements exist, but were mixed with major gaps in knowledge or confidence.

Interest and/or commitment were

NEXT STEPS: What action steps are needed to increase readiness?

2. Knowledge and Skills-Evidence

a. Meeting agendas and minutes show that discussions addressed ways to change instructional practice during the extended day initiative.

b. Self-assessment checklists indicate that administrators did not attend training on how assess the effectiveness of the initiative; also, only program staff participated in PD addressing the required skills/strategies.

c. PD agendas, hand-outs and surveys indicate that there were 5 half days provided to staff on the necessary skills.

d. Walkthroughs and classroom observations show that only 80% of staff is able to apply their knowledge and skills.

2. Knowledge and Skills: Self-Rating

Did participants have the knowledge and skills to implement the strategy/program/initiative?

Participants had sufficient knowledge and skills to succeed.

Much knowledge and skill were evident, but few skills or some knowledge bases still need work.

A solid start was documented, but many skill levels and much knowledge need to be acquired.

Participants were beginning to acquire the necessary knowledge and skills.

NEXT STEPS: What action steps are needed to improve participants' knowledge and skills?

3. Opportunity-Evidence

- a. Staff meeting agendas and budgets show detailed plan for administrative support to achieve program outcomes.
- b. Staff surveys show 20% of staff needed some coaching in unwrapping the math and reading standards.
- c. Parent surveys indicate concerns about unmet student transportation needs.
- d. Action plans lack incorporating collaboration time between program staff and non program staff to ensure transparency.
- e. Agendas and minutes from PLC meetings indicate staff has the necessary time to create and apply data protocols for reviewing interim and summative assessments.

3. Opportunity: Self-Rating

Was there opportunity for high quality implementation?

Necessary support and resources (time, funding, and attention) were solidly in place.

Many necessary resources were aligned with program goals, but more are needed.

Basic resources and opportunities were available, but significant gaps need to be filled.

Opportunity and resources were just beginning to align in support of the program.

NEXT STEPS: What action steps are needed to ensure opportunity for high quality implementation?

4. Implementation: Evidence & Rating

LET'S APPLY!

4. Implementation: Sub-Questions

Implementation with Fidelity: Was the strategy/program/initiative being implemented as intended?

- a) What is the evidence and what does it show regarding the fidelity of implementation of the non-negotiable or acceptable variations of the elements of the strategy/program/initiative, including timelines and responsibilities?
- b) What is the evidence and what does it show regarding unintended consequences that may have occurred?
- c) What do student achievement results suggest for implementing/modifying the strategy/program/initiative? How might these affect the integrity of the results?

4. Implementation: Self-Rating

Was the program implemented as intended?

All research-based elements have been implemented with fidelity following the proposed timelines.

Critical elements have been implemented, but work on consistency and depth remains.

The overall design was in place, but variations in practice were evident and may be adversely affecting results.

Parts of the program were working, but others have yet to be implemented.

NEXT STEPS: What action steps are needed to ensure faithful implementation of program plans?

Avoid These Pitfalls



- Evaluating federally funded programs separately
- Inclusion of many strategies/unclear on strategy
- Selecting ‘weak’, non-robust action steps
- Not addressing questions 1-4 when the initiative did not meet the objective
- No evidence to support high self rating on scale
- List of assessments rather than actual data with pre-post analysis supporting progress or lack of progress
- Unclear, contradictory or confusing conclusions
- Confusion regarding subgroups

Making Connections

(Reference to first activity)

At the top of an index card, identify a hobby, sport, or activity in which you enjoy participating.

Then identify the following:

1. What would you have to do to be ready to participate?
2. What knowledge and/or skills would you need?
3. What opportunity would need to be present?
4. How would you know if you were carrying out the activity in the way it was intended?
5. What would be the result if you were skilled at the activity?



One Voice – One Plan

- It is also critical that the School Improvement Team structure **opportunities to celebrate** successes, no matter how small.
- Celebrating successes reinforces valued performance and reminds the school community that however challenging, school improvement results in improved academic performance.



One Voice – One Plan



However noble, sophisticated, or enlightened proposals for **change** and **improvement** might be, they come to nothing if teachers don't adopt them in their own classrooms and if they don't translate them into **effective classroom practices**.

“unknown”

TIME TO PLAN WITH YOUR REGIONAL TEAM

Possible discussion topics:

- *Who is our target audience?*
- *What do we need to review/study to be ready?*
- *Who needs to be included on our training team?*
- *When will you conduct our training (time, location)?*

Please provide MDE with your draft PD plan.

Submit it to Shereen TabriziS@michigan.gov

What additional support do you need?



Thank you for participating
today!

The most important thing
about assessment is that it
promotes dialogue among
faculty.”

-Mary Senter

The important question is
not how assessment is
defined but whether
assessment information is
used...

-Palomba & Banta

REFLECTION & DEBRIEF
TODAY'S TRAINERS
3:00-4:00